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ABSTRACT

In 1985 the College of Education at Memphis State University, in cooperation with several school districts, implemented teacher internship programs which focused on the induction process and mentor support systems. Collaborative arrangements associated with the internship designs included: (1) use of Tennessee career ladder teachers as mentors; (2) coordinated support by university faculty as pedagogical and content-area mentors; (3) instructional support for the schools; (4) facilitation of teacher recruitment through school-based referrals; (5) professional growth opportunities for teacher-mentors; (6) opportunities for creative school staff utilization and program development made possible by the presence of the interns; and (7) comprehensive assessment of beginning teacher competencies through use of the state's teacher evaluation plan. Early evaluations of this program revealed that participating teacher mentors reported finding personal and professional benefits associated with mentoring. This study sought to assess specific teacher empowerment dimensions realized through performance of mentor and cooperating teacher roles and to identify influential programmatic and personal factors. One notable finding was that consistently higher ratings of empowerment outcomes were reported by black mentors. Data is displayed in 11 Tables. (JD)

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Empowering Teachers Through Collaborative Mentoring Designs: An Empirical Assessment

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Paper presented at the annual meeting of the
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Introduction

In 1985 the College of Education at Memphis State University, in cooperation with participating school districts and the Tennessee Department of Education, implemented two fifth-year post baccalaureate teacher preparation programs within guidelines established by Tennessee's Comprehensive Education Reform Act of 1984. Year-long internships were created through conceptual and structural links between cooperating schools districts, school administrators and teachers, university faculties in education and liberal/scientific studies, and state department personnel.

During the first three years of program operation, various dimensions were evaluated with major focus being on induction processes and mentor support systems. An aspect of the early evaluations which appeared to warrant further study was the report by participating teacher mentors of personal and professional benefits associated with mentoring. The study reported here explored in more depth those initial findings.

Fifth-year Internships

During induction the interns, with responsibilities as teachers-of-record, were expected to have many experiences similar to first-year teachers trained in traditional four-year programs. It was believed that other experiences would differ since the interns would be assuming teaching roles with limited exposure to role models and the operation of schools and classrooms typically provided in clinical sites in undergraduate pre-service preparation programs. This lack of early socialization experiences necessitated that internships be designed to offer more than instructional methodology and classroom management. They needed to be field experiences, such as those proposed by Sarason (1986), which facilitated understanding the culture of schools, including educator roles and role variations, decision making styles, administrative structures, informal and formal power dimensions, and interactions of teachers, parents, students, and administrators. Thus resources of the university and the school districts had to be mobilized to facilitate this understanding of school cultures and to provide for transitions into the roles of teaching and appropriate socialization in the workplace. Successful mastery of the transition was viewed as the basic criterion through which the effectiveness of the internships could be determined, as

McDonald (1980) has recommended. Responsibilities for insuring successful transition were assigned to mentoring teams who were to maintain frequent and constant contact with the interns throughout the year-long internships (Etheridge, 1987; James, 1986; Butler & James, 1987).

The internship designs are components of both the degree and non-degree program options. The MAT degree program, which requires a thesis, contains a three-phased, full-year internship. The non-degree alternative certification program utilizes an immersion internship model. Both internships satisfy the probationary teaching year in the Tennessee Career Ladder Program. Students are admitted as cohorts once a year and work with mentoring teams which include teachers and university faculty serving as content and pedagogical specialists. Through linking of theory, research, and effective practice, both induction support and entry level teaching competence are assured.

Student Teaching

Traditional student teaching experiences are maintained for those previously admitted to secondary level teacher education programs and for students preparing for careers as teachers in special education, elementary education, and early childhood education. Student teaching experiences consist of ten to fourteen week full-day assignments. Due to program elective credit and other factors, approximately 50 percent of the placements consist of six week assignments in two different schools. Classroom cooperating teachers have responsibilities for insuring successful transition into the roles of teaching. College faculty assist the teachers, principals, and students in all phases of student teaching.

Collaborative Designs

Collaborative arrangements associated with the internship designs include: (a) use of Tennessee Career Ladder teachers as mentors, (b) coordinated support provided by university faculty as pedagogical and content-area mentors, (c) instructional support being available for the schools as required by State-mandated reforms, (d) facilitation of teacher recruitment through school-based referrals, (e) professional growth opportunities for teacher-mentors, (f) opportunities for creative school staff utilization and program development made possible by the presence of the interns, and (g) comprehensive assessments of

beginning teacher competencies through use of the State's teacher evaluation plan.

Undergraduate student teaching collaboration involves coordinated placement arrangements and school-university supervision and evaluation.

Past Research

Qualitative and quantitative research (Butler, 1986; Etheridge & Butler, 1987; Franceschini & Butler, 1987; James, Butler, Etheridge & Middlebrooks, 1987) of mentor functions and induction experiences of the interns conducted during the first three years of the programs indicated that teachers were cognizant of personal and professional benefits resulting from involvement in the mentoring teams. Mentors reported that they had opportunity to "teach more" during the early phase of one internship design when interns assumed responsibility for grading papers, taking role and monitoring seatwork. Mentors also reported a reduction in the isolation they normally experienced, which led to improved instruction through stimulating them to examine and evaluate their teaching. Being asked to serve as role models caused them to examine and evaluate their classroom practices as well as the rationales for those practices. As a result, adjustments were made in their teaching which they viewed as improvements. Others reported mentor experiences as "enriching", providing a different perspective and focus on teaching, along with new ideas and resource materials that they could use in their own classes. Some noted that they became more organized and enthusiastic and spoke with pride about being role-models for novice teachers and of the contributions they were making toward improving their profession. Several reported that principals had asked them to assume new leadership responsibilities, to be more active in school renewal efforts, and to represent the school in community functions (Etheridge & Butler, 1987; James, Butler, Etheridge & Middlebrooks, 1987).

Collectively the findings indicated the presence of collegiality between teachers and interns, resulting in sharing of materials and ideas, cooperative problem solving, and the development of mutual support systems. Moreover, teacher-mentors' sense of professionalism was enhanced as a result of being role models, induction facilitators, and school leaders. These outcomes were voluntarily reported in unstructured interviews and were not initially identified as dimensions to be investigated. The need to explore in more depth these outcomes was apparent.

The Theoretical Framework of the Study

A development influencing the present study is the current focus given teachers as critical agents in school reform and improvement. Lieberman and Miller, after analyzing school improvement efforts, concluded that "the most promising strategies place their emphasis on the teacher, the classroom, and the interactions within the school". They noted they "were drawn to the teachers, their world, and their work as the starting points for improving schools" (1986, 108).

Recent educational reform reports support this focus on classroom teachers. *A Nation Prepared* (Carnegie Forum on Education and the Economy, 1986), *Restructuring the teaching profession* (1986) and The Holmes Group Report, *Tomorrow's Teachers* (1986) emphasize schools where teachers help decide what should be taught, participate in school management, and are more autonomous, specifically charged with responsibility for making the schools better (Arthurs, 1988).

Likewise, Maeroff's recent writings (1988) on the empowerment of teachers presents the thesis that teachers are the key agents in school reform; that changing their lives will change the schools. Empowerment, to Maeroff, "is somewhat synonymous with professionalization...more than anything else it means working in an environment in which a teacher acts as a professional and is treated as a professional. The result is empowerment" (p. 6). Three guiding principles permeate his model of teacher empowerment: increasing status, becoming more knowledgeable, and achieving power though overcoming isolation and building collegiality. Influence, or the ability to affect the behavior of others, he maintains, is crucial to the attainment of empowerment.

Thus, the focus on teacher development found in recent reform reports, integrated with the ideas of empowerment contributed by Maeroff, provided a theoretical framework, a model of teacher empowerment, and a language of concepts and ideas through which outcomes experienced by teacher-mentors could be systematically investigated.

Design of the Study

The study sought to assess specific teacher empowerment dimensions realized through performance of mentor and cooperating teacher roles and to identify influential programmmatic and personal factors. Dependent variables were 38 concepts related to teacher empowerment and six constructs measured by combining concepts into related subsets. Independent variables were program designs, teaching experience, experience as a mentor or cooperating teacher, grade level assignment, and race.

The design consisted of a cross-sectional parallel groups census of subjects serving as teacher-mentors and cooperating teachers during the spring and fall semesters of 1988. Forming three parallel groups, subjects were involved in working with undergraduate student teachers and two types of fifth-year teaching interns. Dependent variables were observed at the conclusion of first, second and complete semester placements of undergraduates enrolled in student teaching during the fall semester of 1988 and at the end of the second semester of the Cycle III internships (87-88 cohorts) and first semester of the Cycle IV internships (88-89 cohorts).

Subjects

A total of 123 subjects responded to the request for information regarding mentoring outcomes and personal data. A majority of the subjects taught in 19 school sites located in two large systems: 69 in an urban system and 44 in a county system serving suburban and rural communities. The rest were in small systems near the university. Fifth-eight held positions in elementary, early childhood, and special education, the others were subject-matter specialists assigned to middle, junior or senior high schools. In terms of teaching experience, 79 percent had taught for more than 10 years and more than half had previous experience in working with student teachers or interns. Twenty-two of the subjects had worked with 9 or more student teachers or interns and 7 had worked with more than 20. Sixty-eight percent held masters or advanced degrees and a third of the teachers were on level 3 on the Tennessee Career Ladder. Nine were not involved in the career ladder program. Sixty percent were over forty years of age. The subject pool consisted of 98 whites and 20 blacks.

Instrumentation

Empowerment constructs were measured through administration of the Teacher Empowerment Inventory of 38 items which solicit self-reported ratings using a Likert-type format. Ratings ranged from 0 (not applicable) to 4, with 1 representing strong disagreement and 4 strong agreement. The items form scales which yield empirical indicators for the constructs of (a) growth in self-awareness (7 items), (b) enhanced understanding of teaching (6 items), (c) value of teacher cooperation (4 items), (d) increased professionalism (11 items), (e) growth as a teacher educator (7 items) and (f) increased status/visibility (3 items). Construct validity was established with use of teachers and college professors providing independent ratings. Reliability estimates were obtained through calculating alphas using the Cronbach procedure. The reliability coefficient for the set of 38 items is .97 with coefficients for the scales being: scale 1, .87; scale 2, .86; scale 3, .77; scale 4, .90; scale 5, .82; scale 6, .70.

Statistical Treatment of the Data

Descriptive statistics of the demographic data and responses to the 38 items were generated. Group means were analyzed for statistical differences through use of independent t tests for graduate programs, spring and fall MAT cohorts, program level (graduate and undergraduate), grade level (elementary and secondary), and race. Differences in levels of teaching experience and mentor experiences were compared through use of analysis of variance.

Additional data treatments consisted of independent t tests for differences in responses to the 38 items by racial group. Investigations of main effects and interactions of race, teaching experience, mentoring experience, school level, and program level were accomplished through factorial analysis of variance.

Findings

Means and standard deviations yielded by the items are presented in rank order in Table 1. Twenty three of the items have means of 3.00 or higher, indicating agreement. Those with the highest ratings include increased awareness of mentors serving as role models, importance of teacher interactions, assistance teachers can provide in teacher preparation, interest in helping novice teachers, influence of mentors in improving teaching and learning, sensitivity to good and poor teaching and contributions one can make to the success of others.

Lowest means are associated with learning new techniques and behavior management strategies, having enhanced status or increased visibility, development of new insights into subjects taught, understanding students, and increased opportunities for decision-making in the schools.

Percentages of the mentors agreeing or strongly agreeing with the items are presented in Table 2. Eight items reflected 90 percent or better agreement and 13 were in the range of 80 to 89 percent. One item did not have at least 50 percent agreement. An analysis of the content of the items indicates that personal influence and collegiality dimensions comprise most items reflecting 90 percent or more agreement, with knowledge outcomes being the focus of the other items. Items associated with agreement in the 80 percent range are predominately knowledge outcomes. A similar focus is found in those with 70 to 79 percent agreement. Items reflecting improved status, modified professionalism, and increased opportunities to participate in decision-making were associated with lower levels of agreement.

Means for the 6 scales of the inventory are shown in Table 3. A comparison of the means observed with theoretical means, i.e. 3 times the number of items of each scale, indicate that agreement was obtained for the constructs of understanding teaching, value of cooperation and development as teacher educators. The mean for increased professionalism approached agreement (32.88 vs 33.00). Means for the constructs of increased self awareness, enhanced understanding of teaching, and increased status/visibility reflected disagreement.

No significant differences in outcomes were found for mentors involved in fifth-year programs (Table 4), the MAT program by semesters (Table 5), or by program levels- undergraduate and graduate (Table 6). As shown in Table 7, when means were analyzed by grade level assignment of the mentors, one difference, that of enhanced understanding of teaching, was significant at the .07 level and increased professionalism approached significance ($p = .12$). In both cases, mentors working at the elementary school level were observed to have higher means. Years of teaching experience (Table 8) yielded a significant difference at the .10 level for the scale of valuing cooperation. Mentors with less experience (1-5 years) reflected less change than mentors with more experience. Noticeable differences between less experienced (1-5) and more experienced (6-10) were observed (10.80 vs 13.54). Means derived from grouping the subjects according to past experiences in serving as mentors or cooperating teachers were not found to vary (Table 9).

When scale means of the subjects grouped by race were analyzed, 4 were found to differ. As shown in Table 10, these differences were observed for increased self awareness, increased professionalism, development as teacher educators, and increased status/visibility.. In all cases, means of black mentors reflected consistently higher ratings than whites. An analysis of item means of these two groups, presented in Table 10, indicates several items which contribute to the differences observed in the scale means. For instance, on the self awareness scale, statistically significant differences were observed for clarifying beliefs about teaching, awareness of individual styles of teaching, learning of new techniques and alternative behavior management strategies. In all cases, means of the black mentors reflected agreement with white mentors reflecting disagreement (means less than 3.0). One item comprising the value of cooperation scale was found to yield means that were significantly different: value of cooperative planning among teachers, with the mean of the black teachers again being higher. Means obtained for six items of the increased professionalism scale were also found to vary, with black mentors reporting higher means. White mentors reflected disagreement (means less than 3.0) on three of the items. These differences were associated with awareness of influences they could have in improving teaching and learning, willingness to assist other teachers, increased confidence as role models, enhanced professional images, and being stimulated to experiment with new teaching strategies. On the development as a teacher educator construct, similar patterns were observed with black mentors reporting higher means for having new insights into ways to coach others in skill development, more sensitivity to skills needed to work effectively with beginning teachers, and enhanced status from serving as a mentor. A similar response pattern was observed for the black mentors on one item of the status/visibility scale where a significantly higher mean was observed for blacks on opportunities provided for them to participate in decision-making in their schools. White mentors reflected disagreement with this item.

Factorial analysis of variance was used to explore in more depth the main effects of race and other independent variables. All analyses confirmed the significant effect of race with no main effects of other variables- program and program levels, school level, mentor experience, or teaching experience. Moreover, no interactions between race and other independent variables existed.

Conclusions

As an exploratory inquiry into teacher empowerment outcomes resultant from performance of mentoring and cooperating teacher roles, findings indicate that teachers are empowered by engagement in these roles. Of the 38 indicators used to assess empowerment dimensions, as a total group, subjects confirmed experiencing 23. These findings support results of previous studies reporting mentor benefits (Etheridge & Butler, 1987; James, Butler, Etheridge & Middlebrooks, 1987) and clarifies specific dimensions of empowerment affected. These dimensions are associated with collegiality and facilitative support systems and to gains in knowledge related to mentor functions. Changes in knowledge directly related to one's competencies as a teacher were reported by many, but at a lesser level. That is, the mentors did not, as a total group, reflect high agreement that they learned new instructional techniques, had increased understandings of their students, or had new insights into subject matter. Increased opportunities for participation in decision-making or realizing enhanced status and visibility were also rated at low levels by the total group.

While a complete model of teacher empowerment resulting from mentoring novice teachers cannot be empirically constructed from these data, specific dimensions can be identified. Moreover, the findings support Maeroff's concept of empowerment, defined as synonymous with professionalization, where teachers work in a environment where they act as professional and are treated as professionals. Clearly evidenced is the recognition of influence- the ability to affect the behaviors of others- which he views as crucial to the attainment of empowerment. The notion of influence, that of overcoming isolation and building of collegiality, is strongly supported by the data. Maeroff's other constructs, becoming more knowledgeable and achieving increased status and visibility, while reflected in the outcomes, were found to receive lower levels of agreement ratings.

Several generalizations relating to specific factors influencing mentor empowerment outcomes appear to be warranted. Type of program was not influential. Mentor benefits were found to be similar, regardless of the program or the type of collaboration effort used. Past experiences in serving as mentors or cooperating teachers were not found to be significant. Factors found to be influential to some degree included teaching level, with elementary teaching associated with specific dimensions, and years of teaching experience.

Engagement in the roles of mentoring appears to have impacted differently on those teachers who have made career decisions to stay in the profession. This needs further study.

Race is a factor found to be influencing empowerment outcomes. This factor was associated with variations noted on four constructs (self awareness, professionalism, teacher educator, and status/visibility) and numerous individual dimensions. Consistently higher ratings of empowerment outcomes were reported by black mentors. Additional statistical treatments exploring the variable of race confirmed the importance of this variable. Whether race-related factors are unique to these subjects, these school districts and the collaborative designs involved is unknown.

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Table 1

Item Means for Total Group

	X	sd
As a result of mentoring a teaching intern/working with a student teacher, I...		
am more aware of teachers serving as role models	3.45	.72
realize how important it is that teachers talk with each other	3.36	.91
am more aware of how I can help university representatives assist novice teachers	3.36	.70
have increased interest in helping novice teachers	3.35	.79
am more aware of the influence I can have in improving teaching and learning	3.34	.71
am more aware of good and poor teaching practices	3.33	.77
am more aware of the influence I can have in contributing to the success of others	3.29	.81
am more aware of the complexities of preparing teachers	3.27	.71
have become more willing to assist other teachers who may be experiencing problems	3.26	.78
have increased my sense of professionalism	3.25	.94
have new insights into personality factors and their influences on teaching	3.24	.70
am more aware of problems and stress levels of beginning teachers	3.24	.78
am more aware of the value of cooperative planning among teachers	3.23	.89
have increased confidence as a professional role model	3.23	.84
have new insights into ways to coach others in skill development	3.16	.84
have clarified my own beliefs about teaching	3.14	.98
am more aware of the value of cooperative problem solving	3.14	.77
am more aware of the individual styles of teaching	3.08	.91
am more sensitive to additional skills I need in effectively working with beginning teachers	3.07	.96
am more aware of teacher decision-making	3.05	.97
am more aware of the role university representatives have in assisting novice teachers in the classroom	3.04	1.01
am more aware of the complexities of teaching	3.01	.92
am more willing to share with others my successes and failures	3.00	.99
am more aware of the processes involved in conceptualizing and planning instruction	2.97	.92

Table 1 continued

	X	sd
As a result of mentoring a teaching intern/working with a student teacher, I...		
am more knowledgeable of how to use other teachers as instructional resources	2.96	.96
have an enhanced image of myself as a professional	2.95	1.09
will do some things differently as a consequence of this experience	2.92	.89
have been stimulated to experiment with new teaching strategies/approaches	2.92	.97
am more sensitive to the social milieu in which I teach	2.87	.99
am exploring new developments in the subject(s) I teach	2.87	.99
have formed new ideas or opinions about my self as a teacher	2.82	1.19
have learned new techniques or approaches I can use	2.79	.99
am more aware of alternative behavior management strategies	2.74	1.12
have enhanced status from being asked to serve	2.74	1.10
have developed new insights into the subjects I teach	2.71	1.02
have new understandings of the students I teach	2.63	1.10
have increased visibility in the school and system	2.60	1.15
have been provided additional opportunities to participate in decision-making in my school	2.35	1.29

Table 2A

Percentage of Agreement by Item

	Percent responding A or SA
As a result of mentoring a teaching intern/working with a student teacher, I...	
am more aware of how I can help university representatives assist novice teachers	96
am more aware of teachers serving as role models	94
have increased interest in helping novice teachers	92
am more aware of good and poor teaching practices	91
am more aware of the influence I can have in improving teaching and learning	91

Table 2B

Percentage of Agreement by Item

	Percent responding A or SA
have become more willing to assist other teachers who may be experiencing problems	90
have increased confidence as a professional role model	90
am more aware of the influence I can have in contributing to the success of others	90
have new insights into personality factors and their influences on teaching	89
am more aware of the complexities of preparing teachers	89
realize how important it is that teachers talk with each other	88
have new insights into ways to coach others in skill development	88
am more aware of the value of cooperative planning among teachers	87
am more aware of problems and stress levels of beginning teachers	87
am more aware of the value of cooperative problem solving	86
have increased my sense of professionalism	86
have clarified my own beliefs about teaching	83
am more sensitive to additional skills I need in effectively working with beginning teachers	83
am more aware of teacher decision-making	82
am more knowledgeable of how to use other teachers as instructional resources	82
am more aware of the individual styles of teaching	80
am more aware of the role university representatives have in assisting novice teachers in the classroom	79
am more aware of the processes involved in conceptualizing and planning instruction	78
As a result of mentoring a teaching intern/working with a student teacher, I...	
am more willing to share with others my successes and failures	78
am more aware of the complexities of teaching	75
have an enhanced image of myself as a professional	75
have been stimulated to experiment with new teaching strategies/approaches	75
have formed new ideas or opinions about my self as a teacher	74

Table 2B continued

Percentage of Agreement by Item

	Percent responding A or SA
am exploring new developments in the subject(s) I teach	74
am more sensitive to the social milieu in which I teach	73
will do some things differently as a consequence of this experience	73
have learned new techniques or approaches I can use	71
am more aware of alternative behavior management strategies	66
have developed new insights into the subjects I teach	66
have enhanced status from being asked to serve	66
have new understandings of the students I teach	62
have increased visibility in the school and system	59
have been provided additional opportunities to participate in decision-making in my school	49

Table 3

Scale Means for Total Group

Scale	X	sd
Increased Awareness of Self	19.58	6.76
Understanding Teaching	17.67	5.36
Value of Cooperation	12.39	3.03
Increased Professionalism	32.88	9.99
Development as a Teacher Educator	21.83	5.84
Increased Status/Visibility	7.65	9.49

Table 4

Scale Means by Mentors in Graduate Programs

Scale	Program		
	MAT	ACP	
			p =
Increased Awareness of Self	20.31	18.36	.94
Understanding Teaching	18.06	17.36	.87
Value of Cooperation	12.39	12.58	.64
Increased Professionalism	34.20	31.23	.94
Development as a Teacher Educator	21.88	22.10	.58
Increased Status/Visibility	7.88	7.29	.95

Table 5

Scale Means by Spring and Fall MAT Mentors

Scale	Cohort		
	Spring 88	Fall 88	
			p =
Increased Awareness of Self	20.31	20.47	.94
Understanding Teaching	18.06	18.33	.87
Value of Cooperation	12.39	12.80	.64
Increased Professionalism	34.20	34.43	.94
Development as a Teacher Educator	21.88	22.88	.58
Increased Status/Visibility	7.88	7.80	.95

Table 6

Scale Means by Undergraduate and Graduate Levels

Scale	Level		
	Undergraduate	Graduate	
			p =
Increased Awareness of Self	20.19	19.76	.69
Understanding Teaching	18.84	17.93	.26
Value of Cooperation	12.75	12.58	.74
Increased Professionalism	35.36	33.36	.19
Development as a Teacher Educator	22.82	22.31	.55
Increased Status/Visibility	7.75	7.67	.88

Table 7

Scale Means by Grade Level

Scale	Grade Level		
	Elementary	Secondary	
			p
Increased Awareness of Self	20.27	19.95	.75
Understanding Teaching	19.22	17.90	.07
Value of Cooperation	12.86	12.61	.62
Increased Professionalism	35.79	33.72	.12
Development as a Teacher Educator	23.09	22.18	.24
Increased Status/Visibility	7.76	7.76	.99

Table 8

Scale Means by Teaching Experience

	Years Experience				
Scale	1-5	6-10	11-15	16 or more	
					p =
Increased Awareness of Self	18.00	20.23	18.29	20.74	.19
Understanding Teaching	17.10	19.31	17.86	18.70	.49
Value of Cooperation	10.80	13.54	12.57	12.81	.10
Increased Professionalism	31.50	35.66	33.81	35.13	.43
Development as a Teacher Educator	21.11	23.85	22.25	22.70	.45
Increased Status/Visibility	8.00	7.77	7.50	7.70	.98

Table 9

Scale Means by Level of Mentoring Experience

	Number of Student Teachers/Interns Supervised in Past				
Scale	0	1-2	3-8	9 or more	
					p =
Increased Awareness of Self	18.86	19.07	20.12	22.10	.19
Understanding Teaching	17.71	17.73	18.44	20.05	.20
Value of Cooperation	12.00	12.90	12.49	13.29	.45
Increased Professionalism	32.45	33.64	34.58	37.30	.22
Development as a Teacher Educator	22.74	22.07	22.33	23.67	.56
Increased Status/Visibility	7.67	7.57	7.51	8.33	.74

Table 10

Scale Outcomes by Race of Mentor

Scale	Race		
	White	Black	
			p =
Increased Awareness of Self	19.63	22.25	.04
Understanding Teaching	18.35	19.50	.21
Value of Cooperation	12.59	13.38	.18
Increased Professionalism	34.07	38.33	.01
Development as a Teacher Educator	22.33	24.82	.005
Increased Status/Visibility	7.37	9.50	.001

Table 11

Means for Significant Items by Race

	Race		
	White	Black	
			p <
Increased Awareness of Self	19.63	22.25	.05
have clarified my own beliefs about teaching	3.07	3.43	.05
am more aware of the individual styles of teaching	3.02	3.43	.05
have learned new techniques or approaches I can use	2.73	3.14	.05
am more aware of alternative behavior management strategies	2.62	3.19	.05
Understanding Teaching	18.35	19.50	
Value of Cooperation	12.59	13.38	
am more aware of the value of cooperative planning among teachers	3.18	3.62	.05
Increased Professionalism	34.07	38.33	.05
am more aware of the influence I can have in improving teaching and learning	3.30	3.65	.05
have become more willing to assist other teachers who may be experiencing problems	3.20	3.67	.05
have increased confidence as a professional role model	3.15	3.67	.05
am more willing to share with others my successes and failures	2.96	3.38	.05
have an enhanced image of myself as a professional	2.90	3.37	.05
have been stimulated to experiment with new teaching strategies/approaches	2.86	3.29	.05
Development as a Teacher Educator	22.33	24.82	.05
have new insights into ways to coach others in skill development	3.11	3.47	.05
am more sensitive to additional skills I need in effectively working with beginning teachers	3.00	3.40	.05
have enhanced status from being asked to serve	2.66	3.20	.05
Increased Status/Visibility	7.37	9.50	.05
have been provided additional opportunities to participate in decision-making in my school	2.16	3.29	.05